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ABSTRACT

This publication, one of four academic courses developed for the Vocational Education for Special Students (VESS) program, is designed to serve those handicapped or disadvantaged students who need an alternative form of an academic curriculum to complete their local high school programs. The course is to be taught in cooperation with a local community college. This applied American government curriculum is designed to be offered on an individual basis. It includes a description of the course organization, course outline, and 39 course objectives. For each objective, tasks, learning activities, and resources are listed, along with space for the instructor/work experience leader to evaluate the students. Bibliographies for students and teachers complete the package. (EC)

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VOCATIONAL EDUCATION

FOR

SPECIAL STUDENTS

AMERICAN GOVERNMENT FOR WORKING CITIZENS

A HIGH SCHOOL COURSE

ESPECIALLY DEVELOPED FOR

VESS STUDENTS

ARROWHEAD EDUCATION AGENCY/IOWA CENTRAL COMMUNITY COLLEGE

FORT DODGE, IOWA

SUMMER, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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DISCLAIMER

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ACKNOWLEDGEMENTS

The Vocational Education Program for Special Students (VESS) has been developed through a series of cooperative arrangements between Iowa Central Community College, and Arrowhead Area Education Agency and local schools of Area 5. The first arrangement provided vocational training for those secondary (handicapped and disadvantaged) students to attend the Fort Dodge Center of Iowa Central Community College. The second phase of the project was to develop a community based model of vocational training to serve those students in rural areas in situations where it was inappropriate to attend the Fort Dodge Center of Iowa Central Community College. The second project was entitled, "Effective Strategies and Techniques to Improve Vocational Preparation and Transition into Employment for Handicapped and Disadvantaged Persons," (July 1, 1981 - June 30, 1982), and was a grant from the Special Needs Division of the Department of Public Instruction, State of Iowa.

This series of guides and material has been gathered and developed to facilitate Vocational Education for Special Students (VESS). The special students are what the Department of Public Instruction refers to as Special Needs and Special Education students.

SPECIAL THANKS AND ACKNOWLEDGEMENT IS GIVEN TO

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INTRODUCTION

Purpose

It has been demonstrated that some handicapped and disadvantaged students who enter vocational programs have not completed required courses in high school. It has also been identified that course matrixes can be developed that identify course concepts that can be taught through assignments created to compliment the student's activity at a vocational training site. The major courses that are needed are: Functional English, Functional Math, Government, and Health. Students not having completed required courses led to the development of this course matrix, and the development of the four courses that are part of this curriculum. The curriculum is designed to be extremely flexible; whereby, it can be tailored to the individual needs of each student participating in a vocational training program. These courses may be used whether the student is receiving a training program at a community site, or in a laboratory setting in the community school system, or at the community college.

Population

These courses were designed to meet the traditional requirements for graduation by providing flexible course content that emphasizes the application of course content to everyday living. The need for this type of curriculum is readily acknowledged by most special educators. Therefore, theses courses were designed specifically for the needs of the handicapped and disadvantaged.

Assessment

The assessment column identifies the specific test item for the Brigance - "Essential Skills Inventory" that may be used to determine if the student has mastered the given objective. When an item is not listed it indicates that there is not an appropriate Brigance test item to use. In these cases the instructor will need to construct a test item to use to determine mastery.

ACADEMIC COURSES

Four academic courses have been developed for the VESS Program. The courses were designed to serve those students who need an alternative form of an academic curriculum to complete their local high school programs. The four courses are:

American Government for Working Citizens
English in the Working World
Mathematics in the Working World
Personal Health in Today's World

SPECIAL THANKS TO THE FOLLOWING WRITERS WHO WORKED SPECIFICALLY ON THIS GOVERNMENT COURSE:

Ron Hagemann, Social Science Instructor, Fort Dodge Senior High School
Jan McMahill, VESS Field Coordinator

And finally, thanks to the loyal support staff who typed and printed all of the VESS documents: Betty Baldwin, Kim Erwin, Pattee Olson, Kathy Tinker, Judy Cosgrove and Daniel Fowler.

ORGANIZATION OF CURRICULUM

The curriculum is designed to be offered on an individual basis. A community based program, as well as a classroom based program, can effectively utilize this curriculum. The following steps are to be taken in implementation of this curriculum for a given student:

1. Determine the course or courses that will be taken. There are four courses: Functional English, Functional Math, Health, and Government.

2. Determine the amount of coursework that will be required to earn one unit of credit. It is recommended that fifteen to twenty assignment sheets be completed to earn one unit of credit.

3. Select at least four course concepts that will be used to develop assignment sheets for the student. The instructor may select the concepts; however, it is recommended the selection be the result of:

   a. reviewing the student situation, as it relates to the student's vocational site or vocational programming.
   b. reviewing the student's interest and aptitudes.
   c. receiving input from other school personnel.
   d. receiving input from the student.

   Other concepts will be selected as needed to complete the coursework.

4. Review the curriculum guide to determine if suggested activities and resources are applicable to this student's situation.

5. The instructor and student meet to develop the assignment sheet. It is important that the student have an opportunity to have input regarding the assignment sheet.

6. The student completes the assignment sheets and returns the work to the instructor.

7. The work of the student is evaluated, and a grade is assigned. Please refer to the Basic Manual for a sample of completed assignment sheet and note the grading procedures that were used. You will note that an A, B, C grade was used; however, the grading system should be adjusted to the needs of the student and the school situation.

8. A new assignment sheet is developed in accordance with the previous procedures.

9. After the coursework has been completed, a final grade is assigned. The grade is reviewed by the CVP and is reported to the necessary school personnel; whereby, credit is granted to the student.

COURSE OUTLINE

GOVERNMENT

G-1 Identify the major historical events that contributed to the establishment of the United States.
- 1.1 Gain a sense of order in recalling major events in American History
- 1.2 At direction of student, overview key points in American History
- 1.3 Realize the need for a government or for laws

G-2 Identify major personalities who contributed to the establishment of the United States.
- 2.1 Check prior knowledge of famous Americans
- 2.2 Determine who people in your community view as major American figures
- 2.3 Relate landmarks to famous people
- 2.4 Relate famous people and events to everyday life

G-3 Identify the major provisions of the U.S. Constitution
- 3.1 Realize that this Constitution is the second such document
- 3.2 Recognize the purpose of a Constitution
- 3.3 Understand the basic functions of a government
- 3.4 Read for basic awareness
- 3.5 Recognize steps needed to change the Constitution
- 3.6 Learn about the equal rights movement
- 3.7 Picture violations to the Bill of Rights
- 3.8 Grasp book vocabulary used in Bill of Rights
- 3.9 Listen to controversy that centers around the Bill of Rights

G-4 Identify the major provisions of the Constitution.
- 4.1 Identify the 3 basic divisions of the Constitution
- 4.2 Comprehending the main division of the Constitution
- 4.3 Recognizing the existence of the amendments
- 4.4 Be familiar with the term "Federal"
- 4.5 Be able to apply the phrase "checks and balances"
- 4.6 Skim the Constitution for basic components
- 4.7 Discover current-day events that involve application of the Constitution
- 4.8 Unscramble difficult terms used in the Constitution
- 4.9 Design an original Constitution
- 4.10 Determine what the U.S. Constitution did to affect government in each state
- 4.11 Identify what happens to those who violate the Constitution
- 4.12 Summarize the reasons that a city, state, or nation needs a "Constitution"
- 4.13 Apply the Constitution to minorities

COURSE OUTLINE

G-5 Identify the organization of the Executive Branch of the U.S. Government.
- 5.1 Overview the parts of the executive branch of U.S. Government
- 5.2 Decide which of the independent offices and establishments of this branch are "visible" in your town
- 5.3 List 13 major departments of executive branch
- 5.4 Gain familiarity with the leadership process in each department

G-6 Identify the role of the major executive of the U.S. Government.
- 6.1 Recognizing the role played by the President
- 6.2 Describe major functions of State, Treasurer, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Welfare, Housing Urban Development, Transportation, and Education
- 6.3 Describe the role of a Civil Service employee
- 6.4 Define what is meant by the Regulatory Commission
- 6.5 Obtain personal information from a department of your choice
- 6.6 Relate government departments to problem solving
- 6.7 Recognize major duties of the President
- 6.8 Recognize the role that the President of the U.S. has in our lives

G-7 Identify the organization of the legislative branch of the U.S. Government.
- 7.1 Recognize that Congress is the legislative branch and is composed of the House of Representatives and the Senate
- 7.2 Identify the number of members in the House of Representatives
- 7.3 Identify the number of members in the Senate
- 7.4 Describe the leadership of House and Senate
- 7.5 Recognize the existing committee structure of the Congress
- 7.6 Describe the role that political parties play in the House and Senate
- 7.7 Name the Senators from your state (Know how to contact)
- 7.8 Name a Representative from your district (Know how to contact)

G-8 Identify the role of the major branches of legislative department of U.S. Government.
- 8.1 Define the term "constituency"
- 8.2 List ways that the U.S. House differs from the Senate (Identify terms and duties of each)
- 8.3 Identify the various roles that a Congressman "plays"
- 8.4 Recognize how a law is made

G-9 Identify the organization of the judicial branch of the U.S. Government.
- 9.1 Generally describe the role of the Federal, State, and Local Court System

G-10 Identify the role of the major judicial branches of the U.S. Government.
- 10.1 Describe the decisions made by Federal, State, and Local Courts that affect life in a given community
- 10.2 Determine what are the major laws of our land

G-11 Identify the organization of state governments.
- 11.1 Become familiar with the structure of the government of Iowa
- 11.2 Compare the government structure of Iowa's with other state governments
- 11.3 Recognize the need for a state government
- 11.4 Recognize how justice is administered in states and nation

G-12 Identify the organization of local governments.
- 12.1 Recognize the various types of local governments
- 12.2 Be familiar with the need for local government

G-13 Identify the organization of executive branch of state governments.
- 13.1 Be aware of the various agencies of the state executive branch
- 13.2 Be familiar with the chief function of the state executive branch.

G-14 Identify the role of the executive branch of state governments.
- 14.1 Recognize the role played by the Governor
- 14.2 Realize the role played by the executive branch
- 14.3 Be familiar with the current executive branch officeholders

G-15 Identify the organization of the legislative branch at state governments.
- 15.1 Recognize the legislative structure of Iowa
- 15.2 Be familiar with the workings of the Iowa legislature

G-16 Identify the role of the legislative branch of state governments.
- 16.1 Recognize the role played by the legislators
- 16.2 Be familiar with the committee system

G-17 Identify the organization of the judicial branch of state governments.
- 17.1 Recognize the court system of Iowa
- 17.2 Be aware of the basic function of the judicial branch
- 17.3 Recognize the existence of federal agencies

G-18 Identify the role of the judicial branch of state governments.
- 18.1 Recognize the role of a state judge

G-19 Identify the organization and role of executives in local governments.
- 19.1 Recognize the local executives
- 19.2 Be aware of the role of each local executive
- 19.3 Identify problems that occur in the administration of justice
- 19.4 Recognize specific problems that exist with the courts
- 19.5 Recognize how justice is administered locally

G-20 Identify the organization and role of the legislative branch of local governments.
- 20.1 Recognize the local legislative bodies
- 20.2 Be aware of the role played by select legislative members

G-21 Identify the organization and role of the judicial branch of local governments.
- 21.1 Become familiar with the role played by various members of the local judiciary

G-22 Identify ways that people who live in the society learn about the political system.
- 22.1 Determine what information is available in written form
- 22.2 Determine what information is available directly from people
- 22.3 Determine what information is available or can be learned from the radio or television
- 22.4 Determine how one learns quickly from a crisis

G-23 Identify ways citizens gather information about their government.
- 23.1 Recognize how the mass media is used by politicians
- 23.2 Note the various bulletins put out by government agencies

G-24 Identify ways that people participate in the political process.
- 24.1 Identify methods of voter registration
- 24.2 Know how to fill out a sample ballot
- 24.3 Learn to use a voting machine
- 24.4 Identify types of elections common to your community
- 24.5 Check steps used to help a friend get "elected" to office

G-25 Identify responsibilities a citizen has to a political system.
- 25.1 Recognize general responsibilities
- 25.2 Realize that there are levels of responsibilities

G-26 Identify ways that citizens are aware of the role of government in their lives.
- 26.1 Become aware of the impact government has on daily living
- 26.2 Recognize the role of the bureaucracy

G-27 Identify ways that people of a society become isolated from the political system.
- 27.1 Recall times in U.S. history that caused concerns
- 27.2 Evaluate personal attitudes

G-28 Identify ways a citizen influences the government's use of power.
- 28.1 Recognize that individual citizens can affect government policy
- 28.2 Realize what individuals can do to affect policy.

G-29 Identify what influence a citizen has on decision makers.
- 29.1 Realize that politicians react to public pressure
- 29.2 Attempt to influence a politician (officeholder)

G-30 Identify the ways citizens influence the decision making process.
- 30.1 Realize that there are various ways to influence officeholders

G-31 Identify the ways citizens are influenced by decision makers.
- 31.1 Recognize that many things that are done daily are affected by government

G-32 Identify ways that government affects the life of a citizen.
- 32.1 Recognize the impact government has on the lives of Americans

G-33 Identify ways people of a society are subject to what the political system does but are unable to influence decisions
- 33.1 Recognize that there are situations which we can't change (easily)

G-34 Identify ways the government restricts, enlarges, and protects the citizens' freedom.
- 34.1 Realize the impact of the Bill of Rights and the remaining amendments

G-35 Identify the political institutions of a society.
- 35.1 Become aware of the country's many political institutions
- 35.2 Recognize that each level of government has specific political institutions

G-36 Identify the functions institutions have.
- 36.1 Identify the purposes of national political institutions
- 36.2 Identify the purposes of state political institutions
- 36.3 Identify the purposes of local political institutions
- 36.4 Identify the purposes of the national political parties
- 36.5 Identify the purposes of state and local political parties

G-37 Identify the authority given officially to an institution.
- 37.1 Recognize the power national political institutions possess
- 37.2 Recognize the power state political institutions possess
- 37.3 Recognize the power local political institutions possess
- 37.4 Recognize the power of national political parties
- 37.5 Recognize the power of state and local political parties
- 37.6 Observe the activities of various political institutions

G-38 Identify the authority an institution assumes unofficially.
- 38.1 Become aware of the broad range of activities performed by national institutions
- 38.2 Become aware of the broad range of activities performed by state and local institutions.
- 38.3 Become aware of the range of activities performed by local political parties

G-39 Identify the ways political institutions influence the decision making process
- 39.1 Realize the impact of political parties on the legislative process

COURSE: GOVERNMENT

OBJECTIVE: G-1: Identify the Major Historical Events that contributed to the Establishment of the United States.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
1.1 Gain a sense of order in recalling major events in American History.		Construct a timeline of major events in U.S. History. Include the years 1492 to 1981. With your teacher and the text, narrow the chart down to 20 of the most important events which should include at least 10 that are political in nature.	Rise of the American Nation, Volume 2. Harcourt, Bruce, Jovanovich, page 639-643; 1977 (Senior High level text-good source for an instructor)
1.2 At direction of student, overview key points in American History.		Select a basic government text. During the semester, read the introduction and conclusion to each unit. Discuss with your teacher, write a summary paper, make a picture collage, or take a quiz on aspects you and your teacher decide to cover. Go back and read three favorite units completely.	American Adventures, Scholastic Book Services, 1980 (Each unit starts with "Looking Ahead" and concludes with "Looking Back.") (Junior High level)
1.3 Realize the need for a government or for laws.		List all the things that a government does for you or your community. Could you, alone, do them better? Why or why not? Check a basic government text for other potential answers. A school without rules may sound like a dream. But now suppose that you take the same idea and move it outside of the school - into towns and cities all over the country. Try to imagine what life would be like if there were no rules or laws.	Exploring American Citizenship, John R. O'Connor, Robert M. Goldberg, Globe Book Company 1980, page 10-15 (4th-6th grade level)

COURSE: GOVERNMENT

OBJECTIVE: G-2: Identify major personalities who contributed to the establishment of the United States.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
2.1 Check prior knowledge of famous Americans.		Compose an alphabet quiz for yourself. See if you can name a famous American for each letter of the alphabet.	(Note how many are political people-Presidents, etc.)
2.2 Determine who people in your community view as major American figures.		Conduct a quick "straw-poll." Ask 10 people of different ages who their favorite American male was. Ask them if they can name a famous American female. Make sure the list contains only names of those who helped make our country's government great. Make a 2-column list to record your answers. Include a column "Reason for Fame."	United States in the Making, Globe, 1980 (4th-6th grade level) The Men Who Make the Nation, Doubleday, Inc., 1957 History of Your America, U.S. History Society, 1979 American Adventures, Scholastic Book Services, 1980 (See especially Part 3, 4, 5, 6, in Book I and Part 5 and 6 in Book II for facts about women and minorities.)
2.3 Relate landmarks to famous people.		Look around your city or state. Are there streets, buildings or parks named after a famous American? Take snapshots and write a description of the person on the back. If there are none close to you, use travel information about another state.	Camera, basic American text, state map, travel brochures
2.4 Relate famous people and events to everyday life.		Look at any 12 month United States calendar. Circle the dates that commermorate a famous American hero or event, especially indicate the births of the Presidents.	Any calendar listing 12 months and holiday details and an almanac.

COURSE: GOVERNMENT

OBJECTIVE: G-3: Identify the major provisions of the U.S. Constitution

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
3.1 Realize that this Constitution is the second such document.		Check a government or U.S. History text and identify the "first" Constitution. Try to find why it was discarded and a new one was written to replace it.	Exploring American Citizenship, U.S. in the Making, History of Your America
3.2 Recognize the purpose of a Constitution.		Glance at the Constitution and then answer these questions--What appears to be the purpose of the Constitution? Could a nation exist (function) without some kind of Constitution?	Any number of U.S. History or government texts suggested.
3.3 Understand the basic functions of a government.		What should a government do? Ask your parents, employer and friends this question. See if you can identify trends in their answers. Check this (in a government text) with the 3 basic functions performed by a government.	Your Government and You, Simplified Am. Government. Frank E. Richards Publishing Company, Inc., Phoeniz, N.Y., 1975. Any number of government texts suggested.
3.4 Read for basic awareness.		Read the first 10 Amendments of the Constitution.	Any government text. Usually included in the appendix.

COURSE: GOVERNMENT

OBJECTIVE: G-3: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
3.5 Recognize steps needed to change the Constitution.		Think of a change you would like to make in our country. Write your idea into the form of an amendment to the Constitution. Show it to a class or group of friends. Would they vote for it? Why or why not?	American Government Today, Scott, Foresman and Company, 1980, page 86-90.
3.6 Learn about the equal rights movement.		What does E.R.A. stand for? Interview a relative, fellow student and business person for their views on E.R.A. Did this pass in your state? Why or why not?	American Government Today, Scott, Foresman and Company, 1980, page 86-90.
		List the 10 Bill of Rights and a basic responsibility of each. Check one daily newspaper to find an example of someone who's basic rights have been violated.	American Citizenship, Revised edition, Scholastic Book Services, 1980, page 803-804.
3.7 Picture violations to the Bill of Rights.		Using sketches, cut-outs, or cartoons, picture violations to the Bill of Rights. If making cartoons, try to make humorous exaggerations.	The appendix to any government text that has a copy of the Bill of Rights. Newspapers, art supplies.
3.8 Grasp book vocabulary used in Bill of Rights.		Pull out "ten tough" words as you read the Bill of Rights. Use a dictionary or glossary to your text to check meanings. Chart or tape-record the definitions.	Dictionary or glossary to government text.

COURSE: GOVERNMENT

OBJECTIVE: G-3: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
3.9 Listen to controversy that centers around the Bill of Rights.		Play movie previewer! Look through a school catalog that lists several available films on Bill of Rights issues. Order the film with teacher's help. View film enough times to write or tape a review. Be sure to describe the basic background information about the amendment "under fire." If possible, submit your review to the school paper or government teachers in the area.	Film Catalog for Arrowhead Area Agency Learning Resource Center, Fort Dodge, Iowa, page 278.

COURSE: GOVERNMENT

OBJECTIVE: G-4: Identify the major provisions of the Constitution.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
4.1 Identify the 3 basic divisions of the Constitution.		After a glance at the Constitution can you see the 3 divisions? What is the purpose of each?	Check a government text. (Such as Exploring American Citizenship.)
4.2 Comprehend the main division of the Constitution.		Refer to the 3 Basic Functions of a government that you identified earlier.	" "
4.3 Recognize the existence of the amendments.		Has the Constitution ever been changed? Why? Where are those changes?	" "
4.4 Be familiar with the term "Federal."		What is the Federal Government? Why is it called that?	" "
4.5 Be able to apply the phrase "Checks and balances."		Why is it necessary to have a system of "checks and balances?" Can you find an example of each branch of checks and balances?	Exploring American Citizenship, United States Government, Bowmar/ Nolde, Inc. 1980
4.6 Skim the Constitution for basic components.		Read (or listen to a tape of) the U.S. Constitution. Take notes or highlite the 1st paragraph in each Article which contains the main idea. Remember to recognize that certain parts are no longer followed.	American Citizenship, Revised edition, Scholastic Book Services, 1980, page 798-803. Exploring American Citizenship

COURSE: GOVERNMENT

OBJECTIVE: G-4: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
4.7 Discover current-day events that involve application of the Constitution.		Watch the newspapers and clip articles that involve the 3 branches of government.	State newspaper with national news. Tape recordings of 6:00 or 10:00 television news.
4.8 Unscramble difficult terms used in the Constitution.		As you read or listen to the Constitution, list words you don't understand. Put them into a self-made crossword puzzle.	Dictionary or government glossary of terminology.
4.9 Design an original Constitution.		Using the same steps that our forefathers used to write the U.S. Constitution, write your own Constitution for the school, a club, or even a business where you work. Interview people to determine what their feelings are.	American Citizenship, Revised edition, Scholastic Book Services, 1980, chapters 9 and 10.
4.10 Determine what the U.S. Constitution did to affect government in each state.		Read Constitution to find out what it says about State's Rights. Find someone in your town or county who is involved in the government of your state. Interview the person to find out how they have to apply the constitution.	
4.11 Identify what happens to those who violate the Constitution.			

COURSE: GOVERNMENT

OBJECTIVE: G-4: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
4.12 Summarize the reasons that a city, state, or nation needs a "Constitution."		Play a game with your imagination called "Picture This." With words or cartoons, describe what would happen if there was no President, Congress, method of lawmaking, etc. From the list, write or tape a summary of reasons we really need a Constitution in our country.	
4.13 Apply the Constitution to minorities.		Read a few basic arguments on both sides of the slavery issue. Write an ad for a newspaper in which you urge people not to ratify the Constitution until an amendment against slavery is added.	

COURSE: GOVERNMENT

OBJECTIVE: G-5: Identify the organization of the Executive Branch of the U.S. Government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
5.1 Overview the parts of the executive branch of U.S. government.		Using a pictoral chart, read about the executive branch of government. Compose a matching test for your class in which you list the department on the left and have your friends match up their responsibilities from the column on the right.	Magruder's American Government, 1979, Allyn and Bacon, page 417.
		Try to identify as many of the regulatory agencies as you can.	Basic government text.
5.2 Decide which of the independent offices and establishments of this branch are "visible" in your town.		Using your local phone book, check the list of government offices that appear in your town. For example, there should be a U.S. Postal Service. Visit as many as you can and ask to see a copy of their regulations.	Phone Directory Check with your employer and find out which regulatory agencies he must deal with in conducting his business. Explain?
5.3 List 13 major departments of executive branch.		Draw your own chart of the 13 major branches. In each of 13 boxes, picture or list some person in your county who does this work. For example, for Treasurer, list the name of your county treasurer.	Magruder's American Government, 1979, Allyn and Bacon, page 419. Your own court house roster.
		NOTE: For several years there have been 12 departments in the executive branch. In 1981, President Reagan removed Education from Health, Education, and Welfare and made a separate department. Most texts do not yet reflect this change.	

COURSE: GOVERNMENT

OBJECTIVE: G-5: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
5.4 Gain familiarity with the leadership process in each department.		Define with your teacher, the terms "Cabinet." Secretary Under-Secretary Independent Agency Congressional Committee Sub-Unit Bureau Chiefs In a chart, list the above people in some order to indicate who is responsible to whom. Who are the current department secretaries?	Magruder's American Government, 1979, Allyn and Bacon, page. 419-437.

COURSE: GOVERNMENT

OBJECTIVE: G-6: Identify the role of the major executive of the U.S. Government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
6.1 Recognizing the role played by the President.		What is the President's main responsibility? Doesn't the President play several roles? Identify each and provide an example.	Exploring American Citizenship
6.2 Describe major functions of State, Treasurer, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Welfare, Housing Urban Development, Transportation, Energy and Education.		Read background material on the 13 departments of the executive branch. Be able to talk one minute on tape or to teacher to describe the basic duty of each department. Use notes if necessary!	
6.4 Define what is meant by the Regulatory Commission.		Read about the meaning of Civil Service. Then, find out who they are in your town or county. Is Civil Servie a good career field? Why or why not? How do you go about getting a Civil Service job?	Magruder's American Government, Allyn and Bacon, 1979, page 429-437.
6.3 Describe the role of a Civil Service employee.		List the 11 Regulatory Commissions. In one paragraph tell what the purpose of regulation is. Zerox chart from a text to show what the specific functions are.	Magruder's American Government

COURSE: GOVERNMENT

OBJECTIVE: G-6: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
6.5 Obtain personal information from a department of your choice.		Write a personal letter to one of the chiefs or "Secretaries" of an executive department. Issue a complaint that you have about health care, national defense, etc. Also request study materials that are free.	"Guide to Government Services" from American Citizenship text, Scholastic Book Services, 1980, page 241-243.
6.6 Relate government departments to problem solving.		Play detective and tell the following people which department to turn to for help: 1. Female truck driver with union problems 2. Farmer who wants to use a dangerous pesticide 3. Retired auto worker not receiving the proper social security payment 4. College professor looking for money to conduct research 5. High school principal who is trying to find out how to stop drug smuggling in his school 6. Mayor of a small town who wants federal aid for a new low-rent housing project.	American Citizenship. SBS, page 245.
6.7 Recognize major duties of the President.		Write a short play called "A Day in the Life of a President." Read to see what the President's major duties are. Blend into your script. Use friends and video-tape the play.	Any government text.

COURSE: GOVERNMENT

OBJECTIVE: G-6: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
6.8 Recognize the role that the President of the U.S. has in our lives.		Check newspaper, tv, or radio to see what major decisions the President is making this week. Try to draw a daily job chart for the President! Include the types of meetings he might attend and the people he works with regularly. Write or produce a brief radio script using the theme "What it's like to be the President's son/daughter." Be prepared to pass a 10-point quiz that describes how a President is elected.	Sample agenda on page 70 of American Citizenship Teaching Guide, Scholastic Book Services.

COURSE: GOVERNMENT

OBJECTIVE: G-7: Identify the organization of the legislative branch of the U.S. Government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
7.1 Recognize that Congress is the legislative branch and is composed of the House of Representatives and the Senate.		What does Congress do? (What is its purpose?) Why are there two houses in Congress? Read the article "535 People with Different Ideas." Do you think out set-up of legislative branch is good? Why or why not?	Exploring American Citizenship, U.S. Government The People on Capitol Hill, unit 8. American Citizenship, Scholastic Book Services, page 291-294.
7.2 Identify the number of members in the House of Representatives.		Read or Zerox a chart showing composition of both houses. Which states have more representatives? Why? How many does Iowa have?	ibid., page 294, page 278-299.
7.3 Identify the number of members in the Senate.			
7.4 Describe the leadership of House and Senate.		Identify the major leadership positions in Congress. Why are they needed? Who are the current leaders?	

COURSE: GOVERNMENT

OBJECTIVE: G-7: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
7.5 Recognize the existing committee structure of the Congress.		Zerox a basic chart of the standing committees. With teacher, discuss why committees are needed? Pick one you would like to serve on. Write a mock letter to the Chairperson and describe what you would do for the committee. Find out which committees your Congressman (Representative) and Iowa's Senators serve on.	American Government Today, Scott Foresman and Company, 1981, page 252.
7.6 Describe role that political parties play in the House and Senate.		Why are political parties necessary in Congress? Name the two major parties.	
7.7 Name the Senators from your state. Know how to contact.		Ask a government teacher in your school to give the names and addresses of your state's senators. Write a letter to compliment a senator on a recent decision that will improve our state.	Teacher in school building.
7.8 Name a Representative from your district. Know how to contact.		Ask a government teacher (or your parents) for the name and address of your U.S. Representative. Write a letter to your U.S. Representative to compliment on a recent decision that will improve our state.	Teacher in school building.

COURSE: GOVERNMENT

OBJECTIVE: G-8: Identify the role of the major branches of legislative department of U.S. Government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
8.1 Define term "constituency."		Chart out a map of Iowa that shows what groups the voters fall into. What privileges do you have as a "constituent?" What is an interest group? What are the major interest groups in Iowa? Which one or ones do you belong to?	Any government text.
8.2 List ways that the U.S. House differs from the Senate. Identify terms and duties of each.		After reading about Senators and U.S. Representatives, find out who they are in Iowa. Ask your resource person at the site if they have ever had letters from their Senators or Representatives. What kinds of things could you ask your U.S. Representative and Iowa's Senators?	American Citizenship, Scholastic Book Services, page 294-296.
8.3 Identify the various roles that a Congressman "plays."		Congressmen deal with all parts of government: executive, legislative, and judicial. Read the story of one Congressman or woman and be able to pick out the various duties. View a graph showing the typical work week of a Congressman. Is there anyone in your community with a similar job? Send for a schedule (from the district office in Fort Dodge) of what typically is done, by your U.S. Representative.	American Political Behavior, Ginn and Company, 1980, page 337-344.

COURSE: GOVERNMENT

OBJECTIVE: G-8: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
8.4 Recognize how a law is made.		Trace the path that a bill must go through to become a law. How many bills, on an average are introduced each year? How many become laws. Think of a national law that you would like to see passed. Trace the route that <u>that</u> bill would have to go through to become a law. Check with your employer about bill suggestions!!!	<u>U.S. Government.</u> <u>Exploring American Citizenship</u>

COURSE: GOVERNMENT

OBJECTIVE: G-9: Identify the organization of the judicial branch of the U.S. Government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
9.1 Generally describe the role of the Federal, State and Local Court System.		View a picture chart that shows the highest court of the land and it's relationship to the lower courts in your county. Key in on the concept that there are several courts and each has different authority. Discuss with your coordinator the process of appealing a case to a higher court. Why is there a need for a court system? Why is it necessary to have 3 different levels of courts?	Page 391, "The Judicial Branch," chart in Ruers Foreman's American Government Today text

COURSE: GOVERNMENT

OBJECTIVE: 3.0 Identify the role of the major judicial branches of the U.S. Government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
3.1 Describe the decisions made by Federal, State, and Local Courts that affect life in a given community.		Given the following list, play "private eye" and see if these groups have made or acted upon any recent laws that affect the job site where you are: U.S. Supreme Court U.S. Court of Customs and Patents U.S. Tax Court Federal Trade Commission Atomic Energy Commission Environmental Protection Agency National Labor Relations Board State Supreme Court U.S. District Court Local Courts	Interview with your various job representatives or existing agreement.
3.2 Determine what are the major laws of our land.		Conduct a discussion with your counselor how to determine the judicial agencies get the authority to make and enforce laws? Can they make or change any law at any time?	U.S. Constitution and Bill of Rights

COURSE: GOVERNMENT

OBJECTIVE: G-11: Identify the organization of state governments

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
11.1 Become familiar with the structure of the government of Iowa.		How many branches are there in the state government of Iowa? Identify them. How do these branches compare with the national governments' structure? Explain.	Iowa Official Register, Basic government text.
11.2 Compare the government structure of Iowa's with other state governments.		How do other state government structures compare to Iowa's? Are there similarities? Explain. Are there differences? Explain.	Basic government text
11.3 Recognize the need for a state government.		Brainstorm: What it would be like without a state government? Try and name at least 6 areas of concern the state government handles.	State Government in Iowa Basic government text
11.4 Recognize how justice is administered in states and nation.		Research the FBI, BCI, State Highway Patrol. Make a chart or picture story to show how or when these agencies might be called upon to help solve a crime. Examine the "Wanted" posters in your local post office. Interview the postmaster to discover a)how the poster got there, b)what all the legal terms mean, c)how often such posters appear.	Local Postmaster

COURSE: GOVERNMENT

OBJECTIVE: G-12
Identify the organization of local governments

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
12.1 Recognize the various types of local governments.		Identify all the many kinds of local governments. Provide a local example for each. Look in the local telephone directory for assistance.	Basic government text Telephone directory
12.2 Be familiar with the need for local government.		How has "local" government helped you and your family? Be specific. What would your life be like without those services?	Basic governmetn text Telephone directory

56

57

COURSE: GOVERNMENT

OBJECTIVE: G-13 Identify the organization of executive branch of state governments.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
13.1 Be aware of the various agencies of the state executive branch.		Look through a recent edition of the Iowa Official Register and list all the agencies, boards, and commissions of the Iowa executive branch. Try to provide a brief description of each.	Iowa Official Register
13.2 Be familiar with the chief function of the state executive branch.		What does the executive branch of Iowa's state government provide?	Iowa Official Register, State Government of Iowa

COURSE: [illegible]

OBJECTIVE: G-14: Identify the role of the executive branch of state government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
14.1 Recognize the role played by the Governor.		Try to look over a typical daily schedule of the Governor. What did he/she do? Why? What are the different roles a Governor must play?	State Government in Iowa. Iowa Official Register. Basic government text.
14.2 Realize the role played by the executive branch.		Ask your employer if he/she has to deal with any executive agency. See if you can identify at least 2 agencies that you have had contact with--provide details.	Employer
14.3 Be familiar with the current executive branch office holders.		See if your fellow workers can identify them. Can you? Who are they? Identify their party.	Employment site Iowa Official Register

GOVERNMENT

OBJECTIVE: G-13: Identify the organization of the legislative branch at state governments.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
13.1 Recognize the legislative structure of Iowa.		Identify the official name of the Iowa legislature. Identify the two houses of the legislature. Why are there two houses? Are there any states that have just one?	Iowa Official Register. State Government in Iowa
13.2 Be familiar with the workings of the Iowa legislature.		How is a law made? Trace the path. Is this pathway similar to the procedure used in Congress?	How a Bill Becomes a Law. State Government in Iowa

UNIT: [illegible]

OBJECTIVE: 3(b): Identify the role of the legislative branch of state government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
24.1 Recognize the role played by legislators.		Identify your local legislators. (Have a non-1 Interview a local legislator (in person, by phone or mail). Ask questions to identify what they consider to be his/her most important responsibilities.	Iowa Official Register
24.2 Be familiar with the committee system.		What is the committee system? Identify the standing committees. What committees do your local legislators serve on?	State Government in Iowa. Basic government text. Iowa Official Register

[illegible]

[illegible]

OBJECTIVE: [illegible]

TASK	ASSIGNMENT	ACTIVITIES	RESOURCES
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]
[illegible]		[illegible]	[illegible]

COURSE: GOVERNMENT

OBJECTIVE: G-18: Identify the role of the judicial branch of state governments.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
18.1 Recognize the role of a state judge.		Attend session of a local court. Observe the roles played by the various members of the court. Especially take note of the presiding judge. Attempt to interview either a judge or another member of the court. In the interview center on the non-court-room duties of the judge. Find out how a person becomes a judge.	Local court

COURSE: GOVERNMENT

OBJECTIVE: G-19: Identify the organization and role of executives in local governments.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
19.1 Recognize the local executives.		Check your list of local government units, identify by title and current officeholder as many local executives as you can. Check a basic government text for assistance. You can also check the telephone directory too.	Previous activity Basic government text Telephone directory
19.2 Be aware of the role of each local executive.		For each position identified determine what the general duties are and seek to interview at least one executive to determine additional duties.	Interview
19.3 Identify problems that occur in the administration of justice.		Write a brief story, radio or tv script or other "scenario" to role play what you would do in the following situations. Remember to think about what the law will allow! Imagine that you are the law officer. - traffic violation where the driver was driving 45 mph in a speeding zone - grocery store robbery where 2 unarmed 13 year olds steal candy - armed robbery of a private home--the owner awakened to find the robber and shot the robber - two people (elderly husband and wife) are found dead in their farm house	Chapter 18 & 19, Administering Justice from Scott Foresman's American Government Today, page 412-429. Interview with a local law enforcement agent.

UNIT: ASSESSMENT

OBJECTIVE: 3-IV: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
		- a local bar and grill owner is found in town 12 cases of liquor in the back room that came from a state in Illinois. - you are called to a private home to break up a quarrel between husband and wife. - a local gasoline station is charging ten each gasoline tax on the sales for each gallon	
IV.2 Recognize specific problems that exist with the courts.		Discuss the following 3 major concerns citizens should have in regard to the system of justice: 1) the court system is overworked, 2) judges have almost unlimited sentencing power, 3) state and previous convicted when imprisonment	Chapter IX, "The Problems of the System of Justice", pages 430-438, American Government Today, Scott Foresman.
IV.3 Recognize how justice is administered locally.		There are several people in your community who work to administer justice. Some of the major ones are: Local Police, County Sheriff, Local Magistrate, County Attorney, Parole Officers. Using a local phone book, find the names of your law enforcement officials. If possible, interview some of them to get job descriptions.	

[illegible] ASSESSMENT

OBJECTIVE: [illegible] identify the organization and role of the legislative branch [illegible] of local government.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES Please provide for government user Basic
21.1 Recognize the local legislative bodies.		Identify the legislative groups for each of the local governmental units previously listed. Name the current members of at least one local legislative body.	
21.2 Be aware of the role played by various legislative members.		Select one of the legislative bodies from above and identify specific duties	

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]

[redacted]

CROSS: GOVERNMENT

OBJECTIVE: 24: Identify ways that people participate in the political process.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
24.1 Identify methods of voter registration.		Go to your city hall or county court house. Obtain a sample of a voter registration card and brochure. With help from teacher, fill it out.	Basic government content Information about voter registration at city halls and county court houses published by the State of Iowa.
24.2 Know how to fill out a sample ballot.		Obtain a sample ballot for a major political election. With a resource person's help, fill it out.	Basic Government Skills 2 - Forming and Using Government, Scholastic Book Services, 1977, page 2, "Understanding an Ballot".
24.3 Learn to use a voting machine.		At a school, city hall, or county court house, practice using a voting machine. In a few short paragraphs report on how the machine is set up, who supervises the operation, and how votes are "taken out" of the machine.	How to Use a Voting Machine, Multi-Media Institution, Interpretive, Inc., Company.
24.4 Identify the types of elections common to your community.		Construct a calendar-poster of a 12 month year in your community. In the various squares, list the various elections that occur. For example, in the square for Sept., list Public School Board Election. In August, list papers for school board election, etc.	People in community

UNIT: GOVERNMENT

OBJECTIVE: 3-IV: (continued)

TASK	ASSIGNMENT	ACTIVITIES	RESOURCES
IV-3 Check steps used to help a friend get "elected" to office.		Talk to someone who has or is running for a local office. Make a list showing the ways that the campaigners help get the candidate elected. For example, step 1 might be neighborhood coffees to introduce the candidate.	Present or former candidate for political office.

[illegible]

[illegible] 2.21 Identify responsibilities a citizen has in a political system.

Task	Assignment	Activities	Resources
21.1 Recognize general responsibilities.		Ask some students and fellow workers what they think a "good" citizen should do in a democratic political.	Mental Concepts. Participation Worksheet by Planning C., Bell Company, Inc., Chesterfield Massachusetts. Replacement wire
21.2 Working that shows the benefits of responsibility fire.		What things can you do to be a good citizen of America? (You may be asked this of them. Of your local community? How do at least one of the things you identified for each level reflect you have checked your list with your conversation.)	Mental Concepts. Coordination

[illegible]

[illegible]

COURSE: GOVERNMENT

OBJECTIVE: G-31: Identify the ways citizens are influenced by decision makers.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
31.1 Recognize that many things that are done daily are affected by government.		Check back to G-15. List the number of times government affected your actions during your daily routine. Consider something you would like to do - such as building a garage or any building. Find out what you have to do in order to complete your building.	Previous activity.

COURSE: GOVERNMENT

OBJECTIVE: G-32: Identify ways that government affects the life of a citizen.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
32.1 Recognize the impact government has on the lives of Americans.		Identify or list all the services that your City Government provides in a typical day (examples: water, streets, garbage, sewage, etc.) Be specific!! List all the services that your County Government provides (examples: the dump, county road, etc.) List all the services that your State Government provides. (examples: Highway Patrol, etc.) List all the services that your National government provides! (examples: mail, etc.)	Employer, Telephone directory, Basic government text

100

101

COURSE: GOVERNMENT

OBJECTIVE: G-33: Identify ways people of a society are subject to what the political system does but unable to influence decisions.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
33.1 Recognize that there are situations which we can't change (easily).		List items that are government initiated, that affect you negatively such as paying taxes, being draft, forced to move due to urban renewal, etc.	Check a basic government text.
		Interview people that you work with concerning situations that they have been forced to do because of government action.	Personnel from the employment site.

102

103

COURSE: GOVERNMENT

OBJECTIVE: G-34: Identify ways the government restricts, enlarges, and protects the citizens freedom.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
34.1 Realize the impact of the bill of Rights and the remaining amendments.		Examine the Bill of Rights and amendments point-by-point, then identify a specific example of how each has affected you. If you can't think of a personal example, try to locate an example of one that happened to someone you know or had heard of recently. Examine your list and identify example of protection of rights and restrictions of freedom.	Basic government text, Personal background

COURSE: GOVERNMENT

OBJECTIVE: G-35: Identify the political institutions of a society.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
35.1 Become aware of the country's many political institutions.		Develop a chart to show the basic political institutions in our country. List their purpose and approximate size of membership. Ask your teacher to give a resource. Ask your training sponsor if he or she belongs to any of these institutions.	Basic government text
35.2 Recognize that each level of government have specific political institutions.		Re-examine the list you developed previous and categorize the items into national, state, and local levels.	Basic government text

COURSE: GOVERNMENT

OBJECTIVE: G-36: Identify the functions institutions have.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
36.1 Identify the purposes of national political institutions.		What is the purpose of each of the three branches of our national government?	Check back G-4 Basic government text
36.2 Identify the purposes of state political institutions.		What is the purpose of each of three branches of our state governments?	Basic government text
36.3 Identify the purposes of local political institutions.		What is the purpose of each of the branches of our local governments?	Basic government text
36.4 Identify the purposes of the national political parties.		What is the purpose of a political party? What is the specific purpose of the	Basic government text, Political Parties in the U.S., Xerox Corporation, 1972.
36.5 Identify the purposes of state and local political parties.		What are the specific purposes of state and local parties?	Political Parties in the U.S., Xerox Corporation, 1972.

COURSE: GOVERNMENT

OBJECTIVE: G-37: Identify the authority given officially to an institution.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
37.1 Recognize the power national political institutions possess.		Re-examine the U.S. Constitution and list at least 5 specific powers the President has, Congress has, and at least 2 specific powers the Supreme Court has.	Basic government text, The U.S. Constitution.
37.2 Recognize the power state political institutions possess.		Skim through a copy of the Iowa Constitution and list at least 5 specific powers the governor has, the general assembly, and at least 2 specific powers the state Supreme Court has.	Iowa Official Register, (Red book)
37.3 Recognize the power local political institutions possess.		Try to identify at least one specific power for each local institution.	Basic government text, Know Your Country, Know Your Community, Pamphlets put out by the League of Women Voters, Financial Report of your county.
37.4 Recognize the power of national political parties.		Re-examine the purpose of a national party and list all the basic activities a party does in order to fulfill this purpose.	Previous question, Political Parties in the U.S., Basic government text.

COURSE: GOVERNMENT

OBJECTIVE: G-37: (continued)

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
37.5 Recognize the power of state and local political parties.		Re-examine the purpose of a state and of a local party and then list all the basic activities a party does in order to fulfill this purpose.	Previous question, Basic government text, Political Parties in the U.S..
37.6 Observe the activities of various political institutions.		Attend a meeting of one or more political institutions (such as city council, county supervisor board, county democrat or republican central committee, etc.) Take your lists with you and check which ones were actually dealt with, try to provide some details.	Local institutional meetings

COURSE: GOVERNMENT

OBJECTIVE: G-38: Identify the authority an institution assumes unofficially.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
38.1 Become aware of the broad range of activities performed by national institutions.		Take the lists that you compiled from G-26 and compare these with recent Congressional legislations and with a recent daily Presidential schedule. Compare and contrast the two.	Previous question, Basic government text.
38.2 Become aware of the broad range of activities performed by state and local institutions.		Re-examine your notes taken when you attended a local meeting. (G-26). Especially examine the schedule or agenda for the night. Compare that with your list of basic activities previously constructed.	Previous question, Basic government text.
38.3 Become aware of the range of activities performed by local political parties.			

COURSE: GOVERNMENT

OBJECTIVE: G-39: Identify the ways political institutions influence the decision-making process.

TASK	ASSESSMENT	ACTIVITIES	RESOURCES
39.1 Realize the impact of political parties on the legislative process.		Trace the path a bill must go through in both Congress (either house) and the General Assembly (either house). As you trace the path point out when and why political parties participate in the legislative process. Could the bill have passed without their participation?	Basic government text, Political Parties in the U.S..

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